

This side can be used for further comments by the adjudicator.

VGDA Performance Assessment Rubric - Guitar Ensemble

Achievement Level	Grade	
Performers consistently	= I	<ul style="list-style-type: none"> • Use the “Achievement Level” for each “indicator” section to assist to determine a grade for each “Category”. Ensembles may earn a grade in a given “Category” without all indicators having the same “Achievement Level”. • You may use “+/-” marks within each category. • “Key Words” may be used to provide additional information and should reflect achievement within the category. • Your final overall rating should reflect the grades assigned to each category. No “+” or “-” signs may be used for the final rating.
Performers frequently	= II	
Performers occasionally	= III	
Performers rarely	= IV	
Performers almost never	= V	

Category	Indicator	Key Words (+/-)
Tone	<ul style="list-style-type: none"> • Produce a characteristic sound • Produce clarity of sound • Produce consistency in sound • Demonstrate control of sound • Produce appropriate level of projection • Produce appropriate resonance of sound 	Right Hand Technique Left Hand Technique Open string sound Closed string sound Timbre
Pitch	<ul style="list-style-type: none"> • Accuracy • Intonation 	Notes Tuning
Technique	<ul style="list-style-type: none"> • Left hand efficiency • Right hand efficiency • Articulation • Efficient use of rest stroke • Efficient use of free stroke • Efficient use of plectrum • Precision 	Finger precision Slurs Articulations Extended techniques (pizz., Bartok pizza., glissandi, etc...) Shifting
Rhythm	<ul style="list-style-type: none"> • Accuracy • Meter • Precision • Steadiness • Tempo 	Accurate note and rest values Subdivisions Metric pulse

Category	Indicator	Key Words (+/-)
Balance	<ul style="list-style-type: none"> • Produce correct balance within each section • Blend • Ensemble uniformity • Demonstrate melodic lines as prevalent voice 	Sectional consistency Timbre Voicing
Musicianship	<ul style="list-style-type: none"> • Artistry • Dynamics • Energy • Expression • Interpretation • Phrasing • Style • Contrast 	Artistry Stylistic accuracy Response to conductor
General Factors	<ul style="list-style-type: none"> • Choice of appropriate literature • Professionalism • Posture • Stage presence 	Quality of literature Discipline Recovery from error